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ABSTRACT

The 47 documents in this annotated bibliography consider the problems of measuring staff effectiveness; examine methods, approaches, and evaluation practices; and describe some current programs. The following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document number, price of the document if it is available from the ERIC Document Reproduction Service, and an abstract. A subject index is included. (Author/IRT)

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Philip K. Piele
Director, ERIC Clearinghouse
on Educational Management

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To compile each list, the *RIE* subject indexes are searched, using key terms that define the topics. The documents are selected on the basis of their currency, significance, and relevance to the topic.

For this compilation on staff evaluation, the index terms used are EVALUATION CRITERIA, EVALUATION METHODS, PERSONNEL EVALUATION, and TEACHER EVALUATION. The documents consider the problems of measuring staff effectiveness, examine methods, approaches, and evaluation practices, and describe some current programs. The listing is complete for all issues of *RIE* through April 1976 and includes documents processed by this and other clearinghouses.

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1. Alvir, Howard P. *How to Hit a Moving Target (New Measurement Dimensions in Teacher Evaluation).* 1975. 35 pages. ED 109 053 MF $0.83 HC $2.06.

   The first section of this paper on teacher evaluation examines teacher evaluation by objectives. It discusses workload and the roles of specialists and generalists in education. The second section analyzes each of the following faculty roles: classroom facilitator, resource person, academic advisor, nonacademic liaison, and researcher-innovator. Section 3 recommends that teachers be flexible, creative, responsible, credible, articulate, and professional. The last section discusses the mechanics of evaluation and evaluation guidelines.

2. Baltus, Dale F. "Accountable Evaluation for Improvement." Paper presented at National Association of Elementary School Principals annual convention, Anaheim, April-May 1974. 8 pages. ED 091 859 MF $0.83 HC $1.67.

   The accountable evaluation for improvement procedure permits the evaluation and improvement of teaching by professional constructive alternatives. The teacher and his class are taped via portable television cameras. The tape is reviewed by the teacher, a subject or grade-matter colleague of his or her choice, and the principal at a time convenient to all. Those present reach consensus on constructive alternatives for teaching improvement. A second taping is made and used to ascertain if the agreed-upon teaching improvement alternatives have been made. Should the teacher agree with the use of these procedures, the future permanent record contains a list of teaching alternative improvements agreed to and signed, along with a list of those improvements actually made.

3. Benedict, Larry. *A Practical Guide for Evaluation.* West Hartford, Connecticut: Capitol Region Education Council, 1973. 124 pages. ED 088 903 MF $0.83 HC $6.01. (Also available from Capitol Region Education Council, 443 Windsor Avenue, Windsor, Connecticut 06095. $3.50.)

   Prepared as a guide to evaluation for educational decision-makers, this booklet is intended primarily for administrators, but may be appropriate to other decision-makers as well. The major purpose is to discuss the "what" and "why" of evaluation rather than the "how to." After dealing with some basic evaluation concepts to clarify misunderstandings and misinformation, the author examines the practical steps of evaluation: Who should negotiate the contract? Who initiates evaluation? What are "goal process" and "parts process" and how are they matched? What are the steps in putting the process of evaluation into operation? What are the criteria for assessing observational techniques? What will a decision-maker do with an evaluation report? What can the decision-maker do if a school district has limited resources? A glossary of terms and a list of additional references are included.

4. Berliner, David C. *A Status Report on the Study of Teacher Effectiveness.* Columbus, Ohio: ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, 1975. 21 pages. ED 114 261 MF $0.83 HC $1.67.

This report discusses the fact that many educators are committed to competency-based teacher education and teacher accountability systems in spite of the lack of empirical evidence linking teacher behavior to student outcomes in the classroom. Some difficulties associated with research in this area are identified as problems in instrumentation, methodology, and statistics. Specific problem areas include the inadequacy of standardized tests, the unknown predictive ability of tests from special teaching units, the problem of building multivariate outcome measures, the problem of measuring the appropriateness of teacher behavior, the lack of experience in choosing an appropriate unit of analysis for describing teacher behavior, and the lack of stability of many teacher behaviors. Further research is recommended on how student backgrounds affect measures of teacher effectiveness, what subject matters should be examined, how normative standards and volunteer teachers affect what can be said about teachers and teaching, how individual students react to teaching skills, how students monitor and interpret a teacher's behavior in ways that may or may not coincide with how educational theorists interpret the phenomenon, and studies on the validity and generalizability of measures of teacher effectiveness.

5. Blount, Gail, compiler. *Teacher Evaluation: An Annotated Bibliography. Current Bibliography No. 8.* Toronto, Ontario: Ontario Institute for Studies in Education, 1974. 43 pages. ED 093 033 MF $0.83 HC $2.06. (Also available from Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6. $2.50.)

   Three interrelated frames of reference—the purposes of evaluation, the criteria for evaluation, and the evaluators—form the basis of the major subject divisions of this bibliography. Part 1 consists of general material on teacher evaluation, teacher effectiveness, and supervisory practices. Attempts to determine the qualities of a good teacher are the major concern of materials listed in part 2. Citations in part 3 emphasize the how, when, and what of evaluation. A representative sample of the literature on classroom observation techniques is included, as well as material on student evaluation of teachers and self-evaluation. Additionally, there is information on two recent objective-based innovations: performance-based evaluation and teaching performance tests. Part 4 brings together studies and reviews of research studies that investigate whether effective teaching can be scientifically determined. Of primary concern are attempts to correlate teacher behavior with positive changes in learners. The final section includes listings that cover this subject from an essentially Canadian point of view.

6. Burnett, J. Dale. "Evaluating Teachers. Research and Information Report." Paper presented at Canadian Society for the Study of Education annual meeting, University of Edmonton, Alberta, June 1975. Kingston, Ontario: Queen's University. 35 pages. ED 114 934 MF $0.83 HC $2.06.

   A list of the current approaches to teacher evaluation should include the following: (1) examination of student gain scores on standardized tests, (2) analysis of typical student improvement, (3) teaching-performance testing, (4) teacher-skill testing, (5)

administrator or peer group observations and ratings, and (6) student observations and ratings. The first three approaches tend to emphasize the product dimension of teaching, whereas the latter three focus on the process of teaching. Most of the research activities on teacher evaluation have concentrated on the molecular level of teaching—the processes and results that occur within a classroom setting—whereas administrative concerns seem to be more at the molar level—the overall workload and attendant results. One way of performing formative evaluation at the molar level while increasing teacher morale is to incorporate elements of management by objectives. This has been done in the Faculty Performance Objective Form designed for the faculty of education at Queen's University. This instrument (included in an appendix) can be used in overall and specific planning, as an additional form of motivation for individual faculty, and as a source of information for promotions, tenure, and firing.

7. Coats, William D. "Accountability in Education—The Kalamazoo Plan." Paper presented at American Association of School Administrators annual meeting, Dallas, February 1975. 25 pages. ED 106 946 MF $0.83 HC $1.67.

   Evaluation of professional staff is one aspect of the comprehensive accountability model operating in the Kalamazoo schools. This model also includes minimum objectives for all students at all grade levels in all courses, as well as objectives relating to academic excellence and career preparation. The specific personnel accountability systems used to evaluate the positions of superintendent, administrators, and instructional staff members are presented here. The performance profiles used in personnel evaluations consist of a ratings component and a performance objectives component. The ratings are provided by others who work with the person being evaluated. For instance a senior high school principal is rated by an assistant superintendent; the director of secondary instruction; teachers; other directors, supervisors, and/or coordinators; his or her building administrative staff; resource people; and himself or herself. The performance objectives are mutually acceptable to the administrator being evaluated and to the immediate superordinate. The evaluation of teachers is somewhat different from that of administrators. The teacher performance profile is composed of student ratings, principal ratings, peer ratings, self-ratings, and student achievement data. In some cases, parent ratings are also used.

8. Council for Exceptional Children. *Competency Based Teacher Education and Evaluation: A Selective Bibliography. Exceptional Child Bibliography Series No. 630.* Reston, Virginia: CEC Information Services and Publications, [1975]. 18 pages. ED 104 061 Document not available from EDRS. (Available from CEC Information Services and Publications, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. $4.00.)

   The annotated bibliography contains approximately 55 abstracts and associated indexing information for documents published from 1955 to 1974 and selected from the computer files of the Council for Exceptional Children's Information Services and the Educational Resources Information Center (ERIC). Titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include

bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability), descriptors indicating the subject matter covered, and a summary of the document's contents. References included treat such aspects as professional education, teacher qualifications, teacher certification, individualized instruction, and curriculum evaluation for teachers of children with the following handicapping conditions—hearing impairment, mental retardation, learning disabilities, visual impairment, physical impairment, emotional disturbance, and multiple handicaps. Also provided are a list of journals from which articles were abstracted, and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service.

9. Crim, Roger D. *The Use of the Videotape Recorder in Teacher Self-Evaluation.* 1974. 31 pages. ED 106 270 MF $0.83 HC $2.06.

   This document contains five chapters. The first is entitled "The Need for Self-Evaluation." It explains why teacher self-evaluation is necessary and outlines the basic assumptions underlying teacher self-appraisal. Chapter 2 looks at the value of videotape recorders in providing an objective, neutral record of teaching. Chapter 3 examines the use of codes—systems used to view classroom behavior from different points of view. This chapter also describes the Roberson Self-Appraisal System. The fourth chapter describes three programs using videotape. The first is a video inservice program; the second, interaction analysis adapted to videotape; and the third, student teacher self-evaluation. Chapter 5 presents the summary and conclusions. It stresses the need for a nonthreatening situation for self-evaluation (which videotaping can provide), and a desire on the part of the teacher for improvement.

10. Downey, Ronald G. *Associative Evaluations: Nominations vs. Ratings. Technical Paper No. 253.* Arlington, Virginia: Army Research Institute for the Behavioral and Social Sciences, 1974. 23 pages. ED 106 328 MF $0.83 HC $1.67.

    Two general methods of associate (peer) evaluations—the rating procedure and the nomination procedure—are most often used. While both techniques produce similar results, the variation in procedure used to obtain the data has limited most direct comparisons. Because of this, the differences between the several methods of making the evaluations have not been adequately explored. In this study, three methods of associate (peer) evaluation—one rating and two nomination procedures—were compared in terms of reliability, interrelationships of techniques, relationships with other leadership measures, and relationships with concurrent performance measures. All three evaluations yielded levels of reliability adequate for use in short-range individual selections; all three methods measured the same individual attributes. The nomination method was suggested as the clear choice for operational use because of the additional benefits of minimal rater resistance, ease of scoring, and simple administration.

11. Gray, Frank. "How Successful Is Performance Evaluation?" Paper presented at American Association of School Administrators annual convention, Dallas, February 1975. 7 pages. ED 104 028 MF $0.83 HC $1.67.

We should no longer be wondering if we should have performance appraisal, rather we should be researching the elements necessary for it to be successfully implemented and to ensure that we receive maximum benefits for improved learning for our students. Performance appraisal can be defined as "a positive, systematic, individualized due process evaluation program that can be applied to all members of the school organization. It is based on the assumption that people want to do a good job. It puts responsibility on both appraiser and appraisee to reach mutually agreed-upon objectives. The benefits are improved instruction for students, changes in practitioner behavior, enhanced commitment and communication." Performance appraisal is based on objective data rather than on personality and other factors. The experience of the Hyde Park (New York) school district in using this program has been positive but not without its problems.

12. Halbert, Susan J. *Student Evaluation of Teachers and Administrators. Oregon School Study Council Bulletin, Vol. 18, No. 8.* Eugene: Oregon School Study Council, University of Oregon, 1975. 33 pages. ED 106 927 MF $0.83 HC $2.06. (Also available from Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403. $1.50, quantity discounts.)

    In mid-1973, the Educational Research Service found that nearly one out of four districts surveyed had some form of student evaluation of teachers. Research indicates that informational feedback from students is an effective means of influencing teacher behavior—sometimes more effective than supervisory feedback. In considering student evaluation of teachers, the first issue is the purpose of the evaluation. The administration should also decide if it is going to consider only student evaluation of teachers or press for comprehensive client-centered evaluation. If a client-centered evaluation program is considered, Redfern recommends that clients be told how their evaluations will contribute to the overall evaluation program. Various recommendations for developing an effective client-centered evaluation program were made by *Nation's Schools* in April 1973 after surveying student evaluation practices from California to New Jersey. However, these recommendations are merely guideposts developed out of the experiences of others; each program must depend on its own constituency. Student evaluation of teachers is still only part of the total evaluation process. It all has to mesh to be effective.

13. Hall, George L., Jr. *Assessing Staff Effectiveness: Practical Approaches to Meaningful Evaluation.* [1974]. 12 pages. ED 097 338 MF $0.83 HC $1.67.

    Effective methods are outlined for evaluating the first-year, the third-year, and the fifth-year teacher, as well as the teacher with ten or more years of experience and the teacher with a master's degree. Each area is described in terms of the uniqueness and the problems or advantages for the evaluator. Points discussed include setting objectives, evaluation criteria, classroom visitation, conferences, and analysis of past performance. It is emphasized that evaluation should be an honest and helpful tool for both the teacher and the evaluator.

14. Hall, Philip, and others. "A Teacher Evaluation-Supervision Model for a Small School District." Ed.D. dissertation, Nova University, 1974. 193 pages. ED 114 924 MF $0.83 HC $10.03.

This practicum report describes an effort to develop an effective teacher and administrator evaluation system for a small suburban school system in Connecticut. Besides meeting the requirements of a mandate from the state legislature, the system was also intended to enable the local school board to implement an incentive pay plan. A narrative evaluation form for teachers was developed, while a management by objectives system was simultaneously devised for the evaluation of administrators. It was also decided to use the clinical supervision process to improve instructional practices separately from the evaluation system. Two clinical supervision practitioners conducted numerous activities for the orientation, training, and monitoring of a randomly selected group of 30 teachers. These teachers were administered preintervention and postintervention questionnaires to indicate any changes in their attitudes toward supervision.

15. Hammons, Abe L. "How to Evaluate Teachers on Performance." Paper presented at National School Boards Association annual meeting, Miami Beach, April 1975. 10 pages. ED 106 921 MF $0.83 HC not available from EDRS.

Boards of education and professional educators have been charged with the responsibility for being accountable for the educational dollars. This involves designing and utilizing a model of accountability that would focus on staff development whereby each individual is cognizant of his assignment, areas that need improvement, and assured assistance from leadership in a constructive manner. Evaluation procedures should be approached with caution, all persons affected by the program should be involved, and sensitivity to the welfare of the individual should be stressed.

16. Harmon, Judson A., and others. "A Survey of Attitudes toward Policies and Procedures in the Evaluation of Instruction." Paper presented at American Educational Research Association annual meeting, Washington, D.C., March-April 1975. 28 pages. ED 109 189 MF $0.83 HC not available from EDRS.

This paper describes the development and first administrations of a survey of attitudes toward policies and procedures in the evaluating of classroom teaching. The instrument was cooperatively developed by teachers, administrators, and consultants. It provides a collective picture of an ideal system of evaluation and, simultaneously, a picture of the adequacy of the present local system of evaluating instruction. Discrepancies between the real and the ideal or conflicts of attitudes between different respondent groups do occur and can be studied. Results for two school districts are presented. Implications for improvements in the survey and methodology are also presented.

17. Harste, Jerome C., and others. "Toward Validating Reading Teacher Competencies." Bloomington: School of Education, Indiana University, 1975. *Teacher Education Forum*, 3, 9 (March 1975). 18 pages. ED 109 654 MF $0.83 HC $1.67.

The two studies reported represent an attempt to operationalize the first step of a seven-step strategy for validating reading-teacher competencies. That step is to develop a procedure whereby the profession might identify the components of reading maturity at various levels. The paper discusses and explores the following three assumptions that underlie the first step and on which the viability of the model depends: (1) agreement among groups of reading educators is possible; (2) pupil outcomes can be identified that are acceptable to reading educators; (3) once identified, these outcomes can be ordered as to their saliency at various reading levels. In the first study, 13 reading professors at a midwestern university were polled. Twelve pupil outcomes were generally accepted and ranked with the broad areas of attitude and comprehension considered most important to reading maturity as pupils exit from elementary school. When primary and intermediate reading teachers were polled, they too accepted the 12 pupil outcomes, were able to rank these outcomes, and were in general agreement within their subgroup. However, elementary teachers ranked decoding skills as most important.

18. Hatfield, Robert C. *Conditions for Improving Teacher Evaluation.* [1974]. 14 pages. ED 088 841 MF $0.83 HC $1.67.

Presenting a discussion of critical aspects of teacher evaluation, this paper is based on the assumption that the purposes of teacher evaluation are to provide information with which to make a decision about granting tenure, to help teachers improve performance, and to improve the educational program of a school. Some general assumptions related to teacher evaluation, such as "teacher characteristics do not correlate with success," are listed and terminology defined. Seven critical aspects or needs of teacher evaluation are then listed and defined: competencies required of teachers; means for assessing competencies of individual teachers; establishment of goals by teachers reflecting both school and personal needs; identification of job responsibilities required of teachers; specification of authority, support, and situational variables affecting a teacher's responsibilities; procedures for periodic assessment of teacher competency and discharge of responsibility; and an established procedure for "coaching" the teacher, providing for self-improvement and evaluation that relates the assessed level of performance with criteria of competence and responsibility determined acceptable to the school. The remainder of the document discusses these points, using them as a basis for outlining conditions for implementing changes in teacher evaluation along with some new skills that may be needed by individuals who are providing leadership in developing such systems.

19. Helwig, Carl. *Teacher Evaluation: The State of the Art and a Solution.* [1974]. 36 pages. ED 105 583 MF $0.83 HC $2.06.

The author begins with a critique of the failures of most neobehavioral approaches to teacher evaluation and then assesses the existentialist reconceptualization of the primary relationship between teacher and pupil. He then reports on his studies using an individual's expressed and wanted behaviors in inclusion, control, and affection as predictor variables for authenticity. This probe asked, What might indicate that the

teacher was authentic, free, or open? The research decision was not to change or to modify the behavior of the teacher, but to learn which variables might help determine the authentic, open relationship between the teacher and any other he might interact with, especially within the school organization. By following existentialist theory and avoiding any traits, personality, or characteristic approaches in teacher evaluation, especially through group norms or any other normative data, as well as by rejecting totally the neobehavioral competency/performance-based approach, it is hoped that further systematic evaluation and painstaking isolation of variables contributing to the improvement of teacher evaluation shall be forthcoming through the approach articulated in this report and that other educational researchers will exploit this direction.

20. Hyde Park Central School District. *Teacher Appraisal Program, 1974-75.* Hyde Park, New York: 1974. 62 pages. ED 099 348 MF $0.83 HC $3.50.

This teacher appraisal program, developed by the Hyde Park school district, is based on the following objectives: clarifying performance expectations of the individual; establishing short- and long-term job targets to bring about learner, professional, or program improvement; improving the relationship between the appraisee and appraiser; making appraisal relevant to ongoing job performance; accomplishing job targets; establishing appropriate followup methods; and periodically assessing program effectiveness. The appraisal process is made up of the following steps: identify performance areas—let the teacher know what is expected; set individual objectives—determine the specific objectives to be focused on during the year; develop the work plan for the achievement and year-end evaluation of the mutually agreed-to objectives; monitor performance—gather the data to determine if job targets are being achieved; assess the monitored data—assessment by both the appraisee and appraiser; and schedule an evaluation conference and followup. Included is a description of teacher performance areas, delineating teachers' areas of responsibility. Also, general procedures of the Hyde Park program for the 1974-75 school year are outlined, and sample forms and worksheets are presented.

21. Kalamazoo Public Schools. *Instructional Staff Performance Profiles and Related Information.* Kalamazoo, Michigan: 1974. 109 pages. ED 093 041 MF $0.83 HC $6.01.

The Kalamazoo school system has developed for its instructional staff a series of accountability schemes collectively referred to as the Instructional Staff Performance Profiles (ISPP). They presently include performance profiles for teachers, secondary instructional specialists, secondary academic specialists, elementary instructional specialists, student leaders, and counselors. Two major purposes of the ISPP are to serve as a comprehensive accountability scheme that provides instructional staff with relevant feedback for improving their performance and as a management information system for principals to use as a basis for evaluative decisions. The ISPP is an attempt to obtain a measure of multiple factors that individually may contain considerable bias, but collectively constitute an objective, comprehensive, and accurate appraisal of the performance of the instructional staff.

22. King, Bob, and Jordan, Wayne. *Evaluation and Assessment of the Performance of Certificated Personnel.* Fresno, California: Fresno County Department of Education, 1972. 74 pages. ED 104 907 MF $0.83 HC $3.50.

The Stull Bill, a legislated mandate for the evaluation and assessment of the performance of certified personnel of school districts in California, is looked on with mixed feelings. The booklet was prepared as a guideline with the point of view that the bill may lead to the possible improvement of the education made available to children. What is presented here is a suggested step-by-step method of personnel evaluation intended to meet the mandate. Steps are the starting place, board resolution, task force liasion, general design, legality, tentative adoption, applicable goals, subgoals, objectives, clarification and agreement, approval, and implementation. Appendixes contain a skeleton plan, suggested forms, and timelines.

23. Mallery, David. *The Strengths of a Good School Faculty: Notes on Evaluation, Growth, and Professional Partnership of Teachers.* Boston: National Association of Independent Schools, 1975. 96 pages. ED 102 719 MF $0.83 HC not available from EDRS. (Available from National Association of Independent Schools, Four Liberty Square, Boston, Massachusetts 02109. $3.00.)

The thesis of this document is that evaluation of teachers and administrators should include the identification of strengths and the furthering, developing, and extending of them. Evaluation is examined from the point of view of heads of schools, teachers, parents, and students, and concrete steps toward a good evaluation are suggested. A supplement contains bibliographies and evaluation instruments.

24. Marcus, J. S. "A Discussion of a Proposed System for Rewarding and Improving Instructional Effectiveness." Paper presented at American Educational Research Association annual meeting, Washington, D. C., March-April 1975. 6 pages. ED 107 171 MF $0.83 HC $1.67.

The following points are made in discussing the practical and political problems involved in implementing a teaching evaluation system for rewarding and improving instructional effectiveness. (1) We have an obligation to put a higher priority on teaching than we have done so far. (2) Any evaluation system should be tied to a strong system for teaching improvement. (3) There will probably not be wide acceptance of the proposal because of the following reasons: in times of shrinking resources, support tends to go to existing programs; adoption of the program would require the education of administrators and faculty; there is not a one-to-one relationship between good teaching and good research; there is a strong payoff to research; and there can be no significant change without broad acceptance of the program.

25. McGowan, Francis A. II. *Teacher Observation and Evaluation: A Working Paper.* 1974. 12 pages. ED 113 309 MF $0.83 HC $1.67.

This paper discusses evaluating and observing teacher performance. It consists of three sections. The first is an introduction, which states that most observations

are used for the following two purposes—the improvement of instruction and the provision of information to those who make personnel decisions in a school system. The second section is the major part of the paper. It is in the form of an outline and is a guide containing general descriptive examples of items that might be included in teacher observations. The major headings are "the teaching process," "non-teacher-controlled factors that influence the teaching process," and "special strengths of teachers." Subheadings under the teaching process include "preparation," which lists topics to be discussed with the teacher; "delivery," which lists things to be observed in the classroom; and "observational evaluation," which lists things to be discussed in conference with the teacher. The second major heading includes the subheadings "physical factors," "scheduling," and "extracurricular activities and responsibilities." Each of these subheadings is broken down into items to be evaluated. The last major heading is divided into the subheadings "personal" and "professional," and each of these is broken down into characteristics to be observed. The last section of the paper is a summary that states that observation is a complex undertaking and many factors must be taken in account.

26. Medley, Donald M. *Indicators and Measures of Teacher Effectiveness: A Review of the Research.* [1971]. 29 pages. ED 088 844 MF $0.83 HC $2.06.

In this speech the author considers the problem of measuring teacher effectiveness from the viewpoint of an educational researcher. He examines two prevalent methodological approaches: evaluating the process and evaluating the product. The first approach involves the description of a study that concluded that teachers rated high by supervisors and well liked by pupils were not the teachers whose pupils showed the greatest gains and who judged themselves most effective. The second approach reviews the problems of the reliability and validity of tests and advocates giving up the idea of measuring teacher effectiveness in terms of pupil gains on tests. The recent work of Flanders, Bellack, Smith, Hughes and others is commented on, with the conclusion that the more dimensions of teacher behavior that can be measured and correlated with pupil gains, the more likely is the discovery of one or more correlating with teacher effectiveness. Reviewing common practices that measure teacher effectiveness, the author points out that educational research does not support Dewey's "we learn by doing," or Skinner's reinforcement theories. Instead, less obvious things, such as the cognitive level of questions asked, probing questions, and clarity and structure, should be looked for in measuring teacher effectiveness.

27. Minnesota State Department of Personnel. *Employee Appraisal System: A Supervisor's Manual.* St. Paul: 1974. 44 pages. ED 099 591 MF $0.83 HC $2.06.

The manual provides supervisors with a reference as they assist employees in writing descriptions and developing performance indicators and with a guide for conducting performance appraisal interviews with employees. It contains the basic guidelines for the operation of the performance appraisal system, discussing such matters as how often performance appraisals should be conducted, when position descriptions should be revised, and the disposition of the forms. The document encompasses three

separate guides: one on writing position descriptions, one for performance indicators, and one on conducting the performance appraisal interview. In addition, worksheets to be used in critiquing responsibility and authority statements, a timetable, and a glossary are included.

28. Nadeau, Gilles G. "Validity of Student Ratings of Instruction: Validity for What Purpose and What Kind." Paper presented at American Educational Research Association annual meeting, Washington, D.C., March-April 1975. 16 pages. ED 110 484 MF $0.83 HC $1.67.

    Four statements formulated after an extensive literature review on student ratings of instruction are proposed: (1) we must remember the basic definition of validity, (2) we must clarify what it is that a particular teacher is trying to do or proposes to do in a given classroom, (3) we must be clear about defining what we want to obtain from student ratings, and (4) we must make a greater effort to measure student performance as a result of or in spite of what the teacher intended to do and what actually was done. A taxonomy of kinds of validity is presented. The identification of validity for a particular purpose, situation, and group is discussed. The need for a more sophisticated analysis of student rating data, utilizing more recent statistical tools such as discriminant analysis and multivariate procedures, is pointed out.

29. National Education Association. *The Evaluation of Teachers.* Washington, D.C.: Division of Instruction and Professional Development, 1974. 77 pages. ED 090 210 MF $0.83 HC $4.67.

    The several components of this package on the evaluation of teachers and educational programs are designed to help affiliates deal constructively with the subject. The issue of evaluation continues to intensify as state legislatures increasingly mandate that evaluation systems be imposed throughout the state to measure the performance of teachers and other professionals in education. The emerging evaluation systems, in essence, hold teachers accountable for some predetermined standards, such as student achievement and/or local codes of behavior, and thus endanger the status and security of employment and the free exercise of mature professional judgment. The components of this package respond to this danger. They clarify some of the issues that affiliates must confront and then suggest action approaches for consideration in improving existing evaluation systems. Some of the components of the package are a copy of the National Education Association's resolution on evaluation, an introductory paper that develops a three-part framework for evaluation, a briefing memo that gives teachers an overview of the subject of evaluation and raises questions to be considered in dealing with the issue, graphics and a worksheet for use in workshops on evaluation, a draft of a paper used in setting direction for local action, three papers dealing with the legal aspects of evaluation and due process in collective bargaining, and an annotated bibliography on teacher and school program evaluation.

30. National IOTA Program. *Assessment of Teaching Competence for Improvement of Instruction.* Tempe, Arizona: 1972. 17 pages. ED 102 687 MF $0.83 HC $1.67.

This report provides a general overview of the Instrument for the Observation of Teaching Activities (IOTA) program for assessing and improving teacher competence. IOTA is an analytic, objective, and specific means of assessing teaching activities. The normal three-step progression of groups through the introductory and training stages of the program into the implementation stage is described, followed by a flow chart that graphically illustrates the relationships between various facets of the IOTA program. Six major areas of teacher responsibility are identified, and their use as criteria for assessing teaching competence is discussed. Examples of IOTA materials are included, along with a list of selected school districts involved in implementation of the IOTA program.

31. New York State School Boards Association. "Evaluation and Merit Pay Clinics." Papers presented at New York State School Boards Association Annual Evaluation and Merit Pay Clinic, January 1973. 46 pages. ED 089 419 MF $0.83 HC $2.06. (Also available from New York State School Boards Association, 111 Washington Avenue, Albany, New York 12210. $3.00.)

    This monograph provides information on the subject of merit pay plans and teacher evaluation to assist local school boards in developing their own salary scales. Topics discussed by six authors include the growth of merit pay contracts, the state of the art in evaluation, job evaluation techniques, performance evaluation and merit pay, relating evaluation to compensation, differentiated staffing and compensation, and making merit pay work.

32. Northern Arizona University. *Competencies for Observation and Evaluation of Interns and Student Teachers.* Flagstaff: Northern Arizona University, 1972. 26 pages. ED 100 867 MF $0.83 HC $2.06.

    This document contains an instrument and procedures designed for the observation of Teacher Corps interns. The instrument covers four areas: academic preparation, instructional preparation, and preparation to meet community needs and expectations; instructional performance and performance in the community; student success and attitudes; and professional behavior. Prior to observation, the observer and intern confer to review the instrument, establish specific areas of observation, and review lesson or unit plans. During the observation the observer should concentrate totally on the performance of the intern and objectively record all observable behavior agreed on during the preobservation conference. After the observation, a session should be held to review thoroughly all data recorded by the observer in order to evaluate the performance of the intern and to determine remediation that may be required. The intern and observer then jointly prepare a summary sheet of the evaluation that emphasizes desirable behavior and levels of competency and includes agreed-on remediation stated in behavioral terms.

33. Oldham, Neild. *Evaluating Teachers for Professional Growth. Current Trends in School Policies and Programs. An Education U.S.A. Special Report.* Arlington, Virginia: National School Public Relations Association, 1974. 64 pages. ED 091 846 MF $0.83

HC not available from EDRS. (Available from National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209. Stock No. 411-13315, $6.75. Payment must accompany order.)

This survey of school district evaluation practices reveals the new trend toward involvement of teachers in the establishment of evaluation programs. The report explores such issues as the goals of an evaluation system, who does the evaluating, how evaluators are trained, how evaluation results are used, the kinds of evaluation data that are relevant, how many times an employee is evaluated, and the appeals procedures available to an employee should he disagree with the evaluator.

34. Olds, Robert. *Self-Evaluation for Teachers and Administrators.* Worthington, Ohio: School Management Institute, 1973. 64 pages. ED 083 676 Document not available from EDRS. (Available from School Management Institute, 5800 High Street, Worthington, Ohio 43085. $6.50.)

Performance evaluation involves at least 50 percent self-evaluation. Therefore, the success of an evaluation plan, if it is honestly aimed at performance improvement, depends more on self-involvement and self-evaluation than on any other factor. This book describes in detail methods of self-evaluation in the setting of performance objectives, the monitoring of performance data and data-producing activities, conducting the self-evaluation, and participating with the evaluator in "progress conferences." It discusses the development and analysis of performance data, and it reviews recent pilot programs in monitoring techniques. Instructions are given for the development of a tested personalized self-evaluation instrument that the individual can use in connection with a performance evaluation plan or for a personal plan of self-development.

35. Papalia, Anthony. *Evaluating Instruction in the Foreign Language Classroom: A Guide for Department Chairmen.* Buffalo: Faculty of Educational Studies, State University of New York at Buffalo, 1975. 35 pages. ED 098 830 MF $0.83 HC $2.06.

This guide is designed for use by foreign language department chairpersons. The following topics are discussed: goals of supervision, the attitude of a good evaluator, basic principles and purposes of supervisory visits, what to look for during the supervisory visit, the followup conference, how to use the instruments for evaluating instruction, and guidelines to be used during classroom observation. General guidelines for evaluating foreign language programs are provided, as well as an extensive list of foreign language teacher competencies taken from "A Competency-Based and Field-Centered Teacher Education Program in French." Sample teacher evaluation forms are also included.

36. Penn-Harris-Madison School Corporation. *Performance-Based Teacher Appraisal Program for the Penn-Harris-Madison School Corporation.* Mishawaka, Indiana: Penn-Harris-Madison School Corporation, 1973. 62 pages. ED 093 919 MF $0.83 HC $3.50. (Also available from Business Office, Penn-Harris-Madison School Corporation, 55900 Bittersweet Road, Mishawaka, Indiana 46544. 1-9 copies, $7.50; 10% discount on larger quantities.)

The first part of the program, the Self-Appraisal Plan, provides an opportunity for all teachers, guidance counselors, and media specialists to evaluate all areas of their professional performance on an annual basis. The Self-Appraisal Schedule and time guidelines are furnished. The second part of the program is the General Appraisal Plan, which is concerned with the teacher's overall effectiveness in the classroom and requires periodic scheduled and/or unscheduled observations by the administration. The In-Classroom Observation Instrument is provided. The appraisal program for guidance counselors and media specialists is similar to the teacher's program except that performance areas unique to their positions are identified. Indicators, in the form of behavioral statements, of effective performance for teachers, guidance counselors, and media specialists are listed. The appendixes contain information on appraisee and appraiser roles, schedules of observations and conferences, objective-setting conferences and overall summary reports, statements of methods of monitoring and gathering data on performance, guidelines for the appraisal conference, and procedures and instruments (teacher form and administrator form) for the evaluation of the Teacher Appraisal Program.

37. Perkins, Lawrence H. *Competencies of Trade and Industrial Teachers: As Perceived by Teachers, Supervisors, School Administrators, and Teacher Educators.* Tallahassee, and Pensacola: Florida State Advisory Council on Vocational and Technical Education, and University of West Florida, 1975. 67 pages. ED 112 067 MF $0.83 HC $3.50.

    The purposes of the study were (1) to ascertain the professional competencies needed by trade and industrial teachers to be effective, as perceived by successful trade and industrial teachers, administrators, supervisors, and teacher educators; (2) to ascertain whether the teachers felt that they had the opportunity and instruction available to develop or acquire the competencies needed to teach effectively; and (3) to construct an instrument for administrators to evaluate trade and industrial teachers' performance. The 169 participants identified 164 competencies in rank order of importance; teachers, administrators, supervisors, and educators were in high agreement as to the necessary competencies and their order of importance. It was discovered that teachers have the greatest opportunity to develop or acquire those competencies to which they assigned highest ratings, while they have less opportunity to develop or acquire those competencies to which they assigned lowest ratings. The competencies were grouped into clusters of essential preservice competencies, important inservice competencies, and competencies to be developed when time permits. A five-page instrument for administrators and supervisors to use in rating the trade and industrial teachers' performance was developed and is included in the document. The findings of the study are presented in tables of data.

38. Polhemus, William D. "Teacher Evaluation: Process Accountability. A Practical Approach to Assessing Staff Competence." Paper presented at National Association of Secondary School Principals annual meeting, Las Vegas, February 1975. 12 pages. ED 102 688 MF $0.83 HC $1.67.

For 60 years educators have been concerned with assessing staff "effectiveness." Perhaps we are still concerned with this problem because we have been chasing a will-of-the-wisp. In a profession such as education, we should attempt to measure staff competence rather than staff effectiveness. There are three basic ways of assessing teaching—by using presage criteria (teacher characteristics), by using product criteria (pupil gain), or by using process criteria (teaching activities). Teacher characteristics can be identified (if not measured), but they do not differentiate teaching acts. Student gain can be measured, but we can't measure how much is a result of the teacher's efforts and how much is a result of variables the teacher can't control. Teaching activities can be observed and recorded as data, and, by using a criterion-referenced assessment instrument (such as the Instrument for the Observation of Teaching Activities assessment program), these data can be related to a set of educational expectations. Assessment will not improve teaching by itself; what is done to improve the conditions revealed by the assessment is of major importance.

39. Roth, Robert A., and Mahoney, Peggy. "Teacher Competencies and Assessment Techniques." Paper presented at American Educational Research Association annual meeting, Washington, D.C., 1975. 50 pages. ED 104 838 MF $0.83 HC $2.06.

    This document analyzes assessment problems related to teacher competencies and synthesizes diverse opinions on a variety of assessment concerns found in educational literature. Part 1 reviews the nature of competency statements and their implications for assessment. Part 2 discusses various viewpoints on how competencies should be written. Part 3 presents an analysis of literature dealing with the problems and implications of assessment of competencies and offers six attributes for discriminating among criterion measures. Part 4 discusses the assessment of knowledge competencies including mediated stimulus-response techniques. Part 5 suggests a rationale for considering teacher outputs as a measurable competency and as a bridge for connecting teacher behavior with learner outcomes. Part 6 discusses teacher evaluation that is based on pupil learning. Part 7 focuses on consequence objectives that require the teacher trainee to produce changes in students. Part 8 suggests a way of assessing experiences. The study concludes with a summary and a list of references.

40. Saif, Philip S. *Teacher Evaluation.* West Hartford, Connecticut: Capitol Region Education Council, 1974. 12 pages. ED 100 974 MF $0.83 HC $1.67. (Also available from Capitol Region Education Council, 800 Cottage Grove Road, Building 2, Bloomfield, Connecticut 06002. Free.)

    Improvement of the student learning experience necessitates teacher evaluation. Evaluation optimally is an ongoing process, involving the teacher as an active participant and decision-maker. Information is gathered and compared with preestablished criteria, resulting in decisions to modify techniques as necessary. Evaluative criteria are established precisely and jointly by both teacher and evaluator, usually concerning a few major objectives. The question of who will evaluate becomes less threatening to a teacher when it is understood that evaluation is intended as a helping instrument.

41. Sarthory, Joseph A. *Professional Improvement and Staff Evaluation. An Information Paper on KSA 72-9001 to 72-9006: Evaluation of Certificated School Employees.* Topeka: Kansas State Department of Education, 1973. 20 pages. ED 089 402 MF $0.83 HC $1.67.

House Bill 1042 requires each school district accredited by the Kansas State Board of Education, public and nonpublic, to adopt not later than January 15, 1974, a written personnel evaluation policy applicable to certificated employees. This includes teachers, administrators, and pupil services personnel such as counselors and librarians. The following elements should be included in any such policy: active community involvement in at least the development of staff evaluation policy; involvement of the certificated staff in the development of the policy; active participation of the staff member being evaluated in his evaluation; and a clear delineation of who is to evaluate whom, how, when, and to what end. This paper suggests a staff evaluation policy development procedure and describes current Kansas procedures as reflected in a 1971 Kansas Association of School Administrators survey. It examines performance-based staff evaluation and proposes alternative evaluation criteria and techniques.

42. Swartz, Ned K. "Divergent Perception of Teaching Effectiveness by Different Groups of Raters." Paper presented at National Council on Measurement in Education annual meeting, Washington, D. C., April 1975. 17 pages. ED 104 959 MF $0.83 HC $1.67. (Also available from Dr. Ned Swartz, School of Education, Old Dominion University, Norfolk, Virginia 23508.)

A mail survey was conducted to study the differences among group ratings of the same instructor. A population of 72 teachers of differing background levels, teaching in the field of trade and industrial education, was selected. Each instructor was rated by one school administrator, a local supervisor, two teaching colleagues, all the students enrolled in one of the classes of the instructor, and a self-evaluation. Four different evaluation instruments were developed for the study; 15 items were common to all four instruments and these were used in the analysis. Significant differences were found in the performance rating evaluations of all four groups. Statistical data from the study is included.

43. Thompson, June E., and others. *Failures of Communication in the Evaluation of Teachers by Principals. Technical Report No. 43.* Stanford, California: Stanford Center for Research and Development in Teaching, Stanford University, 1975. 27 pages. ED 105 637 MF $0.83 HC $2.06.

This paper describes how the evaluation of teachers by principals is hampered by difficulties in communication. The 131 teachers and 33 principals questioned did not agree on how much teachers knew about the way they were evaluated. Nor did they agree on the frequency of evaluations; the teachers reported less frequent evaluation than the principals believed they communicated. The lower the frequency of communicated evaluations reported by teachers, the more dissatisfied were the teachers

and the less helpful were the evaluations in improving the quality of their teaching. Two schools were selected for more intensive examination. They differed dramatically in the frequency of evaluation by principals, and the pattern of findings in the two natural settings strongly supported the results of the statistical analysis of the larger sample. The current very low frequency of teacher evaluations in many schools is not providing adequate guidance for teachers. An increase in the frequency of evaluation would increase teacher satisfaction, increase the teachers' belief that evaluations can provide helpful guidance, and decrease the teachers' sense of threat to their professional autonomy.

44. Vail, Robert B. *AACTE Leadership Training Institute on Performance-Based Teacher Education.* 1974. 12 pages. ED 099 355 MF $0.83 HC $1.67.

This speech on performance-based teacher education centers on slaying the following sacred cow—the belief that it is impossible to evaluate the performance of teachers objectively and effectively. The historical reasons for electing performance-based teacher education as a means of teacher evaluation are described. The speech lists assumptions used in the formulation of new regulations adopted by the Vermont State Board of Education. These assumptions include the beliefs that teacher education is a continuous process from early preparation until retirement, that the individual teacher must be actively involved in determining the criteria by which he or she will be evaluated and by whom, and that colleges and school districts must share the responsibility for teacher education. The speech describes Vermont's new certification procedures, which include the following components: (a) initial certification--graduates of state-approved teacher education programs who have demonstrated identified basic competencies for beginning teachers and who are recommended for certification by their college; (b) certification renewal—recommendation of teachers who have demonstrated the competencies identified; (c) inservice training programs with authorized local certification privileges; and (d) individualized self-evaluation programs at the local level.

45. Walter, Franklin B. "Mandates for Evaluation: The National Overview." Paper presented at Kentucky Association of Teacher Educators conference, Richmond, Kentucky, October 1975. 9 pages. ED 115 607 MF $0.83 HC $1.67.

The concept of accountability, or fixing responsibility for outcomes in education, is not new. As far back as 1912, administrators were responding enthusiastically to the idea of assessing teacher performance by objective criteria. Currently, the focus of the accountability movement is on evaluation. An evaluation procedure that would assist in the teaching-learning process as well as produce some measure of a teacher's effectiveness must include a clear definition of responsibilities, specific objectives, and assessment of results by these objectives. An evaluation system should be compatible with the mutual job expectations of both administrators and teachers. The individual being evaluated and the evaluator(s) should agree on performance objectives, work for their accomplishment, and jointly assess the results. Prevailing negative attitudes concerning education and, particularly, the effectiveness of our educational

system have prompted education accountability and evaluation mandates. These legislative actions are attempts to mandate quality, and their success depends on the willingness of the educational community to monitor itself and to attempt to improve the quality of the teaching-learning situation.

46. Wilson, Alfred P., and Smith, Vivian E. *The Public School Principal's Function in Evaluation as Defined by an Analysis of Periodicals and Books. No. 74106.* Manhattan: Center for Extended Services, Kansas State University, [1974]. 16 pages. ED 098 700 MF $0.83 HC $1.67. (Also available from Alfred P. Wilson, Holton Hall, Kansas State University, Manhattan, Kansas 66506. $0.50.)

    This study analyzes the content of journal articles and books dealing with the school principalship. The articles were listed in *Education Index* and published from 1970 through 1973; the books were listed in the 1973 *Books in Print*. A content analysis research method is used to determine the principal's functions in evaluation responsibility and to indicate similar and unique functions at various school levels. Principal behavior is classified according to cognitive, affective, and psychomotor domains. Frequency tables present the data. The study reveals 53 separate functions in evaluation responsibility.

47. Wilson, Laval S. "How to Evaluate Teacher Performance." Paper presented at National School Boards Association annual convention, Miami Beach, April 1975. 10 pages. ED 105 643 MF $0.83 HC $1.67.

    Teacher evaluations tend to be like clothes. Whatever is in vogue at the time is utilized extensively by those who are attempting to remain modern and current. If you stay around long enough, the "hot" methods of today will probably recycle to be the new discovery of the future. In the end, each school district develops an evaluation process that is going to be most agreeable to the teachers, the administrative staff, the parents, the students, and the board of education. There is no perfect system. But whichever system is utilized, the purpose for which it is to be used should be clearly delineated and understood by all the participants. The two major purposes of evaluation are the improvement of instruction and the documentation of inefficiency. We must continue to document those staff members who are ineffective, inefficient, and detrimental to our school districts. But we also must spend more energy diagnosing the needs of our staff and utilizing the information for the improvement of the instructional program.

SUBJECT INDEX

Administrative Policy 27

Administrator Evaluation 7, 11, 14, 23, 34, 41

Administrator Guides 3, 27, 35

Annotated Bibliographies 5, 8

Boards of Education 15, 31, 41

Classroom Observation Techniques 5, 13, 25, 35, 36

Counselor Evaluation 36, 41

Department Directors (School) 35

Differentiated Staffs 31

Educational Accountability 2, 4, 7, 15, 21, 38, 45

Educational Administration 3, 46

Educational Assessment 12, 24, 30, 38

Educational Attitudes 16

Educational Legislation 22, 41, 45

Educational Research 4, 5, 6, 19, 26

Effective Teaching 5, 6, 17, 19, 23, 24, 26

Evaluation 3, 10, 25

Evaluation Criteria 5, 11, 13, 16, 18, 33, 38, 40, 41, 45, 46, 47

Evaluation Methods 1, 2, 4, 5, 6, 10, 13, 14, 16, 21, 22, 26, 33, 34, 36, 38, 42, 43, 46

Handicapped Children 8

Higher Education 24

Inservice Programs 9, 30, 44

Instructional Improvement 30

Language Teachers 35

Lesson Observation Criteria 32

Management by Objectives 6, 14

Measurement Techniques 1, 23, 26, 32

Media Specialists 36

Merit Pay 31

Models 7, 14, 15, 17, 22

Performance Based Teacher Education 4, 8, 39, 44

Performance Criteria 7, 11, 15, 18, 20, 21, 25, 27, 39, 45

Personnel Evaluation 10, 22, 27, 41

Principals 7, 23, 43, 46

Program Development 12, 20

Program Evaluation 20, 24, 29

Questionnaires 14, 21, 36

Rating Scales 7, 10, 37, 42

Reading Instruction 17

Research Methodology 4, 19, 26, 46

School Districts 11, 12, 14, 16, 20, 22, 30, 33, 41

Self Evaluation 5, 7, 9, 19, 34, 36, 44

State Legislation 14, 22, 29, 41, 44, 45

Student Participation 5, 7, 12, 28

Student Teacher Relationship 4, 19, 23

Superintendents 7

Surveys 12, 16, 33, 41, 42

Teacher Evaluation 1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 45, 46, 47

Teacher Improvement 2, 9, 18, 23, 43, 47

Teacher Morale 6

Teacher Salaries 31

Trade and Industrial Teachers 37, 42

Validity 4, 26, 28

Video Tape Recordings 2, 9